DOCUMENT RESUME

ED 206 162 FL 012 428

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TITLE A Language Development Program for Yup'ik Eskimo Children of Alaska.
PUB DATE 81
NOTE 48p.; Paper presented at the Annual Meeting of the National Association of Bilingual Education (Boston, MA, May, 1981).

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Alaska Natives; Communicative Competence (Languages); *Cultural Background; Elementary Secondary Education; *English (Second Language); Eskimo Aleut Languages; Instructional Materials; Language Skills; Lesson Plans; *Native Language Instruction; *Program Design; *Second Language Instruction; Skill Development
IDENTIFIERS *Bilingual Programs; Yupik

ABSTRACT

A center was established in 1978 to develop a program of curriculum materials designed to enable school districts in Alaska to strengthen and improve the English and native-language skills of Yup'ik children. The program is described here, as well as its rationale and philosophical assumptions, the materials that have been developed, and the implementation of those materials in Alaskan school districts. The materials, known as the Developmental Language Program (DLP), are designed to increase and expand upon the existing communication skills of Yup'ik students within the context of their Alaskan experiences. Generally speaking, the DLP consists of curricular materials which infuse language activities and experiences into subject areas. The discussion of the English and Yup'ik DLPs includes a description of the teachers' handbooks, the set-up of the units and activities, a sample lesson plan consisting of five modules, supplemental activities, and implementation of the language units. The discussion concludes with an outline of the teacher-training program and a summary of initial feedback. A sample unit is appended. (AMH)

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ED206162

A LANGUAGE DEVELOPMENT PROGRAM

FOR

YUP'IK ESKIMO CHILDREN

OF ALASKA

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Paper presented to the
National Association of Bilingual Education
Boston
May, 1981

7-81-36
FL012 428

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A LANGUAGE DEVELOPMENT PROGRAM FOR YUP'IK ESKIMO CHILDREN OF ALASKA

Meeting the educational needs of the Yup'ik Eskimo children in Alaska is a difficult task, yet one that is at the same time challenging and rewarding. During the last half century, modern technology (radio, airplanes, etc.) has brought into the villages aspects of contemporary society which are strongly influencing and changing the native Alaskan's subsistence way of life. The Yup'ik language, culture and traditions are thus in a period of transition. Because of these extraordinary changes, the educational needs of the Yup'ik children are truly unique. Several Alaskan school districts, concerned about the unique needs of these children, have pooled together their monetary resources to form a consortium, the Western Regional Resource Center. In 1978, the Center was charged with developing a program consisting of curriculum materials specifically designed for these school districts, to strengthen and improve the language skills of Yup'ik children. The purpose of this paper is to describe the program, its rationale and philosophical assumptions, the materials that have been developed and the implementation of those materials in Alaskan school districts.

RATIONALE AND PHILOSOPHICAL ASSUMPTIONS

For the last three years the Center has been in the process of developing language curriculum materials for Yup'ik students, K-12. These materials, known as the Developmental Language Program (DLP), are designed to increase and expand upon the existing communication skills of Yup'ik students within

the context of their Alaskan experiences. As such, the DLP recognizes the importance of and has made an attempt to develop culturally relevant materials which reflect the special lifestyles, experiences, language and culture of the Yup'ik people.

Based on this philosophy, the broad goals of the program are to develop curriculum materials which will:

1) help students extend their command of both English and Yup'ik in the areas of listening, speaking, reading and writing;
2) infuse language skills into the regular curriculum;
3) increase students' appreciation for the Yup'ik culture;
4) extend English and Yup'ik language skills through curriculum that provides an opportunity for students to explore and learn about their community and environment;
5) help students to extend their learning about other environments.

To address the above goals Roach Van Allen's Language Strands (1976) were used as the curricular model for the K-12 DLP. In his book Language Experiences in Communication, Van Allen outlines twenty language skills and abilities based on three communication strands: 1) experiencing communication; 2) studying communication; and 3) relating communication to others and self. Van Allen's twenty "strands" provide a useful framework to build upon in the expansion of the four communication skills for Yup'ik students. The strands cover the complete spectrum of experiences needed in language development. Activities can be developed from the strands which meet the particular needs of different age and ability levels, thus allowing the DLP to extend from K through 12. Additionally, Van Allen's model was designed

to embrace the natural language and culture of the learner and with the recognition that background and experience are central to the learning process for all students. Thus, Van Allen's model was well suited to meet the unique needs of students in the Yup'ik region.

In keeping with the philosophical assumptions underlying Van Allen's model, the DLP consists of curricular materials which infuse language activities and experiences into subject areas. Since language is best learned in context and in ways that are meaningful to children, the DLP language units have been designed to use throughout the school day and in the subject areas of language arts, science, social studies and math. It is hoped that the integration of language activities and subject areas will help teachers realize that they have opportunities to expand and strengthen their students' language skills at numerous points during the school day rather than only during "language period." Indeed, it is a basic philosophical assumption of the program that language skills can be expanded and strengthened only through this integrative approach to language learning.

DESCRIPTION OF THE ENGLISH DLP

Two programs are currently being completed by the DLP, an English and a Yup'ik program. The K-12 English program is designed to improve the English skills of the Yup'ik children. The curricular materials consist of a series of lesson handbooks for teachers and also picture kits to accompany the lessons in the handbooks. For grades K-6 there are seven handbooks, one for each grade level. Grades 7-12 are combined and grouped according to the four subject areas of language arts, social studies, science and math. Thus, each high school teacher receives four "subject area" handbooks. This approach

is particularly suited for high school teachers in the small villages using the DLP. Typically these teachers teach all subject areas to a heterogenous group of multi-age high school students. (The villages vary considerably in size, but many have as few as 10 students in the 7-12 grade range.)

Each lesson handbook in the English DLP consists of a series of language "units," a unit being a week-long lesson plan and supplementary activities designed for integrating language activities into the subject areas. (See Appendix A for an example of a unit.) In the primary grade handbooks, many of the units are designed around concepts and themes central to the lives of the Yup'ik children: fishing, the neighborhood, travel, animal skins,other native cultures in Alaska, Yup'ik folk tales, etc. Yup'ik staff and Yup'ik writers for the program helped choose topics of particular interest to Yup'ik children in the villages.

At the intermediate and high school levels, subject area concepts were chosen as unit themes: e.g., in science - animals, nutrition, weather, energy; in math - cooking, mapping home and school, word problems; in social studies - communication, native corporations, career education; in language arts - advertising, newspapers, oral traditions. Here an attempt was made to make the themes culturally relevant but also to extend students' learning to other environments.

Unit Description

Each unit is constructed so that language activities are focused around a particular theme and also around Van Allen's twenty language "strands." For example, the high school unit entitled "Study of a Local Industry" consists of a lesson plan and activities which require students to:

— decode nonalphabetic systems - e.g., translate symbol systems from an Alaskan map

— compare and contrast verbally or in writing - e.g., list advantages and disadvantages of a subsistence life style

— read critically - e.g., read and evaluate articles about state and regional industries

— illustrate impressions - e.g., take a field trip to a local business and illustrate the experience

All of the activities written into the units were carefully selected to represent a balance of Van Allen's major strands. The strands were designed to provide for a variety of learning styles, and this variety has been built into each of the units. Thus, each unit contains activities which meet the diverse needs of a heterogenous group of students.

Each unit contains the following:

1) an introduction to the unit
   a) unit overview
   b) a listing of language and content objectives
   c) useful vocabulary for the unit
2) a sample lesson plan
   — a plan for organizing and using language activities over a five-day period
3) a list of additional activities
   — supplementary ideas and activities for developing language skills through the unit.

4) a coding of activities by strands

— here each language activity is coded as one of Van Allen's twenty language skills or "strands" so that teachers can see which language skills are being covered.

The sample lesson plan is the focal point of each unit. It consists of five "modules," each module representing approximately one day's lesson. A sample module is presented in Table I.

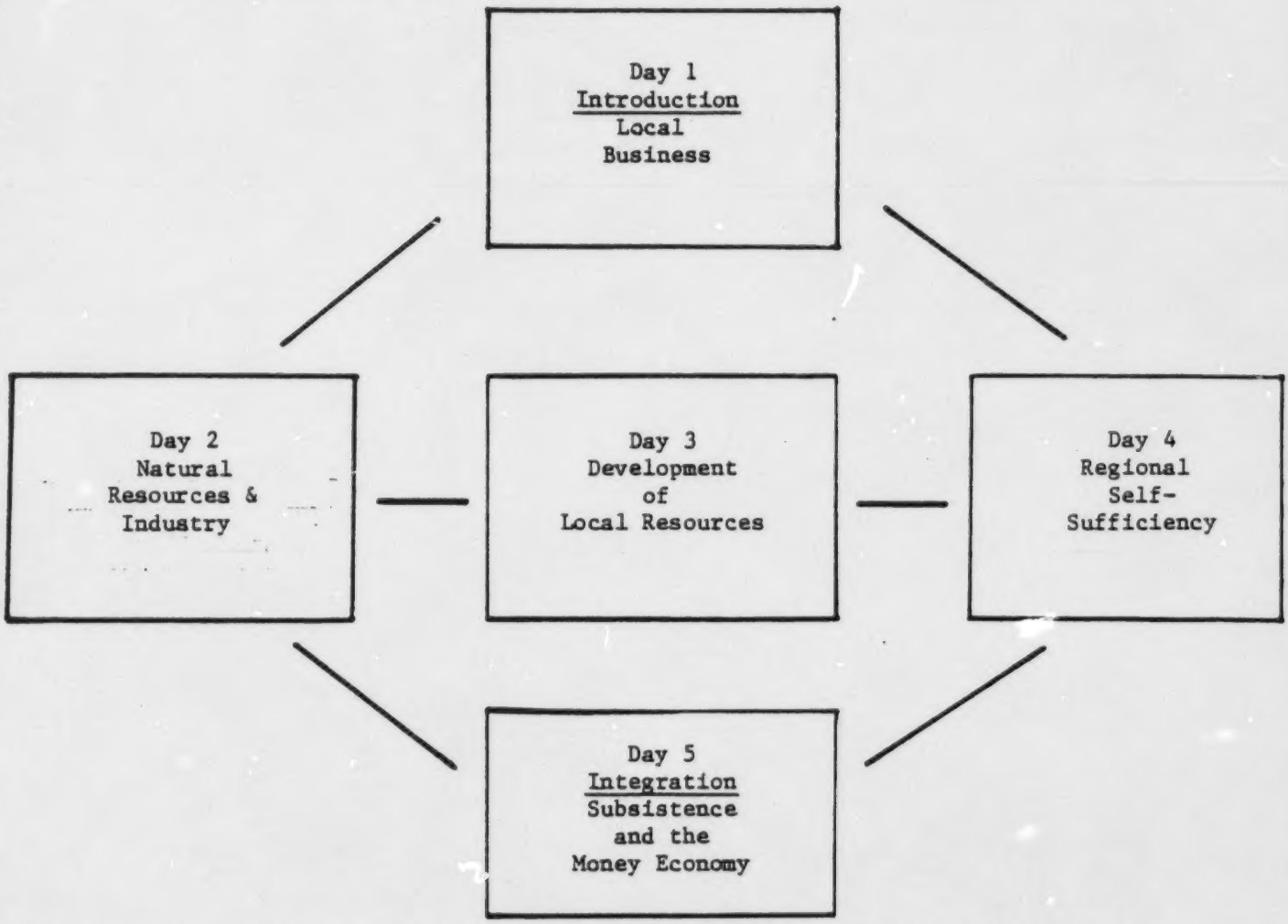


Table I. "Study of Local Industry"* Sample 5-Day Module

* See Appendix A for a detailed description of each module.

The plan serves as an example of how language activities may be organized around a given theme in a week-long unit, and is meant to be illustrative rather than exhaustive. Teachers can use the sample module as it is or they can consider the ideas listed as supplemental and integrate them into their own lesson plans.

Supplementing each lesson plan is a list of additional activities focused on the particular concepts or themes of the units. Table II presents some examples of different activities following the sample module on "Study of a Local Industry."

Table II.
Additional Activities

1) Have the students study Alaska resource maps (attached to units) and decode the symbol systems to find what resources are in the state. Have them identify industries that may be in operation in various areas (Van Allen's strand S:2-13- decoding nonalphabetic systems).

2) Ask students to make a list of any economic activity in their region which may be considered part of the state's industrial system.
   Examples: fisheries - CITURRNARVIK, YUGTAK
   transportation
   mining
   tourism
   (Van Allen's Strand S:1-1- oral sharing of ideas; S:3-16- organizing ideas and information.)

3) Have students define the term "lifestyle." Ask them to make written booklets or profiles of several lifestyles:
   - a traditional hunter
   - a man who manages a business in the village
   - a teacher

   Ask them to interview these people to discuss how their lives differ because of their occupations (Van Allen Strands S:1-5,6 - discussing and conversing; exploring writing; S:2-10 - extending vocabularies; S:3-15, 18 - comprehending what is read and heard; searching and researching multiple sources).

4) Invite a resource person from the village to deliver a presentation about the traditional subsistence lifestyle. It may be interesting to find someone who has come back to the village after being "outside." Then have students compile a list of advantages and disadvantages of a subsistence lifestyle. (Van Allen Strands S:1-1- oral sharing of ideas; S:3-16 - organizing ideas and information; S:3-17 - assimilating and integrating ideas; S:3-19 - evaluating the communication of others.)

5) Have the students look through old copies of Alaska magazine for articles about state and regional industries. Have them read and share these articles and create bulletin board displays showing the different industries in the state. On the bulletin board students should include copies of the articles for the class to read and discuss (Van Allen Strands S:1-5 - discussing and conversing; S:3-14 - listening to and reading language of others).

These activities were designed to be used in a number of ways:

1) to provide follow-up activities after the lesson plans;

2) to individualize, thereby meeting the particular needs of students of differing abilities, interests and/or learning styles;

3) to substitute for some of the activities suggested in the sample plan;

4) to assist in the construction of additional lesson plans based on students' needs;

5) to extend the unit into a much longer and more detailed study;

6) to give to students so that they may choose particular activities in which they are interested;

7) to allow for more practice in particular language activities (e.g., in choosing additional writing experiences for a particular group of students);

8) to provide additional practice to strengthen language skills while studying subject areas.

The additional activities are not necessarily listed in a sequential manner, although an attempt has been made to have them progress from the concrete to the abstract. Teachers can choose to implement any of the activities by themselves or in any combination. All units include activities for working with individual students, small groups or the whole class; moreover, the activities can be altered to meet the needs of students at a variety of ability levels. Many of the units, particularly the high school units, are designed to provide many more ideas and activities than can be completed in one week. This design again provides high school teachers with flexibility in adapting the activities to their students' needs, and to present different activities to the same students year after year.

Unit Implementation

The language units have been very carefully designed to provide as much flexibility and adaptability as possible both for different teaching and learning styles. It was the intention of the developers to present units which could be adapted to either traditional or open methods of teaching. Traditional teaching activities that involve strategies of lecture and discussion are included in the units as well as less traditional activities that actively involve students in relevant experiences. Units can be considered language idea resource booklets which provide numerous ideas for infusing language skills into the Yup'ik school day. Units can also be considered and used as more structured manuals where lesson plans have been carefully developed to provide language learning experiences in meaningful contexts.

DESCRIPTION OF THE YUP'IK DLP

In addition to the English DLP, a Yup'ik DLP is also being designed to teach and/or improve the Yup'ik speaking skills of the Yup'ik children. Although almost all children in the villages served by the DLP speak English, they vary extensively in their Yup'ik speaking abilities, from non-Yup'ik to extensive Yup'ik. The purpose of the Yup'ik language program is to ensure that the Yup'ik children maintain their traditional Yup'ik language, thereby helping to preserve both the language and the culture.

The Yup'ik Developmental Language Program, like the English DLP, consists of a series of lesson handbooks for teachers and picture kits to accompany the lessons. The rationale, framework and format of the Yup'ik DLP is similar to that of the English DLP with a few modifications. The DLP will serve a linguistically diverse group of Yup'ik students who vary extensively in their proficiency in the Yup'ik language. The Yup'ik handbooks were developed to cover a wide range of linguistic abilities, and thus contain activities and experiences for beginning Yup'ik to more advanced levels of proficiency. Whereas the English DLP was not designed to teach or reinforce English as a second language, the Yup'ik DLP contains vocabulary exercises and activities which can be used to teach Yup'ik as a second language. It is important to note that Yup'ik is already taught to all K-12 students during a 45 minute segment of the school day. The Yup'ik DLP will be used to supplement this regular period.

Thus, the Yup'ik DLP will be used by the teachers who regularly teach Yup'ik. Often these teachers are not the regular classroom teachers, as most of the classroom teachers cannot speak Yup'ik. The Yup'ik DLP is designed

to provide teachers of Yup'ik with additional ideas, lessons and activities for their instructional period.

The Yup'ik units, like the English units, consist of lessons and activities focused around particular themes or concepts, again based upon familiar experiences of the Yup'ik students. The units are designed to teach the Yup'ik language through culturally relevant curriculum, and to foster an appreciation of the unique culture and traditions of the Yup'ik people. The Yup'ik high school units particularly emphasize man's relationship to the land and to other men through such themes as subsistence fishing and hunting, old and new recreation, tundra animals, survival in the city and Alaska Native Land Claims.

TRAINING TEACHERS TO USE THE DLP

The units written for both the English and Yup'ik handbooks were piloted by teachers in the districts. Recommendations by the teachers served as a basis for the revision of the units. Training tapes were developed by the Center so that teachers could be introduced to the program and could see a model of a lesson taken from the DLP units. In addition, in-service sessions are being provided to teachers at each district's request. During these in-service sessions, staff writers and consultants to the program present an overview of the program and demonstrate to teachers how the program can be implemented in their classrooms.

CONCLUSION

The program will not be fully implemented until the fall of 1981, but

initial feedback from teachers has been extremely positive. Teachers in the districts welcome a sourcebook of ideas and activities that relate to the Yup'ik students they teach. They also appreciate the multitude of activities presented in the units which insure that students will practice language skills during the entire school day. Some comments made about the program after a recent in-service were:

—"The material will be very useful. Someone has done the brainstorming which I do not have time to do."

—"Having ideas and materials to supplement what we already have will be more than helpful."

—"...vast amounts of resources for the teacher."

—"The materials speak for themselves...and will be used enthusiastically."

Thus, initial feedback indicates that the Developmental Language Program will be used extensively and enthusiastically by teachers in the Alaskan districts served by the DLP. The program represents an attempt to translate the best of linguistic knowledge and research and learning theory into a curriculum designed to meet the unique needs of the Yup'ik children of Alaska. As such, the program serves as an exemplary model for curriculum developers who wish to design a language program which is experientially based and multidisciplinary.

REFERENCES

Van Allen, Roach. Language Experiences in Communication. Boston: Houghton Mifflin and Co., 1976.

APPENDIX A

EXAMPLE OF A UNIT

I. UNIT INTRODUCTION

HIGH SCHOOL ENGLISH

SOCIAL SCIENCE

TITLE: STUDY OF LOCAL INDUSTRY

DESCRIPTION: This unit looks at local and regional industries and examines their future potential. The students will examine the issues of a money economy versus that of a subsistence life-style. Part of the unit will focus on the present use of natural resources and on the use of these resources in the future. Another part will focus on the possibilities of local and regional self sufficiency that may be similar to a subsistence model.

LANGUAGE INFORMATION: *This unit uses the subject area content as a vehicle for developing the language skills and abilities of Yup'ik students. Particular emphasis is placed on integrating readi..g, writing, listening, and speaking skills into the context of meaningful and relevant learning experiences.*

This unit works primarily with the development of the vocabulary needed to understand the issues of local industrial growth. It offers several chances to work with words and their derivations. It also sets up several situations in which students can clarify their values and begin to process information about their future.

DISCIPLINE INFORMATION:

This unit examines the interrelationship between the people, the land, and the institutions that are now developing in the region. It addresses the cultural change from a traditional subsistence to a money economy which creates increasing conflicts in the lives of the people.

INSTRUCTIONAL OBJECTIVES

Thinking: Students will collect, analyze, and evaluate data about the present local situation and potential for the future.

Affective: As students look at the present and the potential for the future they will begin to develop a feeling of self confidence and personal pride.

Social: As students share their ideas and opinions they will develop a growing awareness of their cultural values.

RESOURCES/MATERIALS: Natural resource maps, copies of old newspapers or newsletters, Alaska Fisheries, Alaskan Journal of Commerce, PWSAC Aquaculture News, Drums, Daily News, etc., local resource people, copies of Alaska Geographics: Wrangel, Southeast Alaska, The Great Interior, Aluetians, Yukon-Kuskokwim Delta, Fisheries of Northern Pacific.

Film: Our Land Our Life, 45 minutes (Dept. of Int., Fish & Wildlife); Area Study--Transportation, economy, population, education--Kuskokwim Community College (AEIDC Microfiche)

The Subsistance Life-Style in Alaska Now and in the Future, School of Agriculture and Land Resource Management, U of A.; Does One Culture Have to Die so Another Can Live, Yupiktak Bista (A.V.C.P.); Alaska-A History of the 49th State, Naske, Slotnick.

See Supplemental Resources for addresses to: Dept. of Community & Regional Planning; Dept. of Commerce and Economic Development; Dept. of Nat'l Resources; Dept. of Fish & Game; A.V.C.P.; Calista Corp.; State Office of Fisheries.

TEACHER NOTES

II. VOCABULARY LIST

The following list includes samples of words and phrases that teachers can model naturally in the context of the language activities or sample plan. Additionally, the words and phrases may be used to work more formally with language structure such as synonyms, prefixes, suffixes, and grammar.

INDUSTRY
PRODUCE
PRODUCT
PRODUCTION
MAKE
CREATE
MANUFACTURE
FACTORY
MILL
FARM
AQUACULTURE
FISHERIES
ECONOMY
MONEY
BUSINESS
MARKET
RESOURCE
PLANT

FISHERMAN
LUMBERJACK
TOURISM
TOURIST
MINING
LUMBER
AGRICULTURE
JOBS
WORKER
LABORER
WAGE
WAGE EARNER
WORKMAN
WORK
SALARY
END PRODUCT
HANDICRAFT
HARVEST
YIELD

BY-PRODUCT
OUTPUT
COMMERCIAL
HUNTING
FISHING
SUBSISTENCE
INDUSTRIAL GROWTH
LIFESTYLE
STANDARD OF LIVING
CAUSE
EFFECT
OUTSIDE

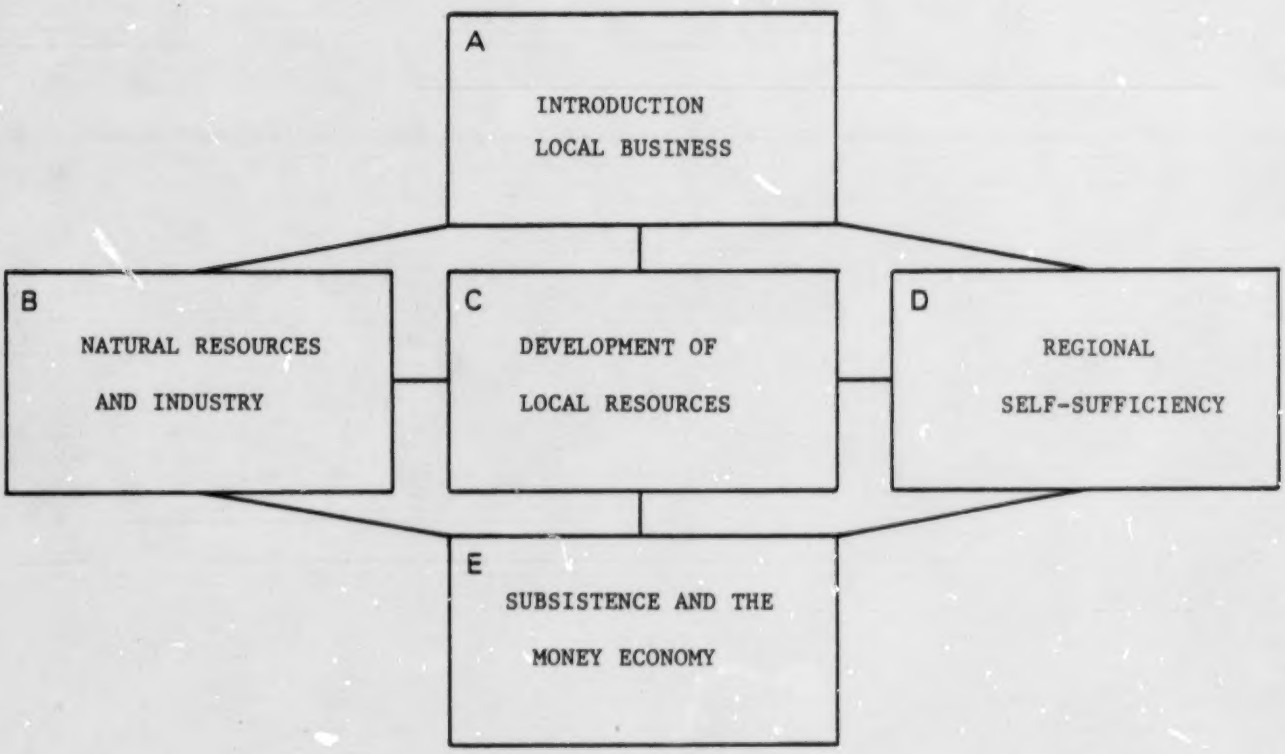
III. ADDITIONAL NOTES

1) This unit works in conjunction with several other Social Science units: "Natural Resources and Land Use Planning," "Taxes and Math," and "Study of Corporation." It also works in conjunction with several Math units: "Budgeting and Planning," and "Math and the Fishing Industry."

2) For ideas on the study of natural resource maps, see the Social Science unit "Maps and Mapping."

3) For background activities for interregional trade, see the Social Science unit "Transportation Pathways, Traffic and Trade."

IV. SAMPLE PLAN



A. INTRODUCTORY MODULE — LOOKING AT LOCAL BUSINESS — Activities: #13, 14, 17, 42

Begin this unit with field trips to any of the local businesses and/or industry in the village. These field trips should include a tour of the facility and interviews with the people who work there. The students may feel that they are very familiar with the operation of the business or industry, but they will be surprised at what they do not know. Upon returning from the trip (or trips) have the students express in writing their impressions. Model the words business and industry during the field trips. Then have the students define these two words and use them in sentences after returning to the classroom. Simple definitions for these words are: Business--the selling of things, industry--the making or production of things. Using these definitions have the students categorize any stores or factories with which they are familiar as either business or industry. (For example, a cannery is part of the fishing industry.) Also model the work work and its synonyms: job, labor, employment, profession, etc.

Have the students make a list that describes the benefits of holding a job and also the disadvantages. Have then make another list of the benefits and the disadvantages of having a business and/or a local industry. You may wish to help the students expand this list.

Have the students interview the people who run the local businesses or industries for the following information: Why the operation was started, when it was started, what types of products are made or sold, what types of profits are made and what those profits are used for; when a product is made, what it is used for, and where it goes; what types of problems the business is subject to and what problems the people who run it have; how the operation has benefited the village and how it has changed through time.

Have the students work with sets of activities found in the "Playing with Language" unit, using the words that have been introduced in this module. For example, use words in different contexts: Operation meaning the workings of a factory or business, and operation meaning medical surgery, or make lists of synonyms: cannery, mill, plant, factory, etc, or work with a word and its derivations: product, produce, productive, productivity, producing, etc.

B. MODULE NATURAL RESOURCES AND STATE INDUSTRY

Activities: #1, 5, 6, 7, 9, 10, 12, 18

Begin this module by assigning the students to read old newspapers, newsletters and Alaska-based magazines for information about the way the state of Alaska makes money. Model the words fisheries, mining, tourism, forestry, energy, transportation and handicrafts. Then have the students organize the information they have collected from their reading into these categories. Have the students study a natural resource man (See Supplemental Resource material) and ask them to find out what types of natural resources the state has and what types of industries these resources have generated. Have the students make a bulletin board for each of these industiral/resource groups. Have them collect facts on the amount of money that each industry brings into the state and the number of jobs that each creates.

Through discussion, introduce students to the concepts of end product and by-product. Also model the word manufacture, later have students define it by thinking of synonyms for it (make, create, build, etc.). Through diagraming show the students the step-by-step process of how a product is made: The development it undergoes from its natural state to the desired end product. Continue the activity with a variety of different products. Have the students create murals that show the development of many of the resources in the state. You may want to have students investigate how common objects around the school came to be: toilet paper, plastic cups, pop can, snuff, candy bars, etc. When the murals are complete have the students share them with the group. Have them look at each work on a "fill in" activity about each of the Alaskan industries similar to the following example:

	Industry	Resource	Occupation	Processing	End product	By-Product
1)						
2)						

C. MODULE DEVELOPMENT OF LOCAL RESOURCES

Activities: #38, 40, 42, 43

Have the students make a list of the natural resources that are available in their locality. Then have them interview the people who are involved with the development of the local economy to find out what resources are in the area that they didn't know about. Have them read maps that show the local natural resources. (These can be obtained from the Dept. of Community and Regional Affairs--Community Profiles: See address list in the WRRC Program Manual for Teachers.) When the list of natural resources is complete, have the students label each resource by how it is being put to use at the present time. Ask them to think of what type of transportation facilities would be needed to run the industry, what types of buildings would have to be built, what skills or education would need to be acquired by people to make the operation run. You may want the students to compare future resource development in their locality to other areas of the state in which such development is already occurring.

Students then build an in-depth profile of one of the potential industries that may develop in the future. (You might use the reindeer industry at Mekoryuk as an example of a successful industrial operation. On the island they sell the meat to the native store and have the potential of selling it within the region. Yearly they sell the antlers to the Koreans and the Chinese and they also have the potential of selling the hides and bones as fertilizers.) In those communities where there are fisheries, have the students explore the prospect of starting an aquaculture operation. For those that have timber or soil resources, have the students research the possibility of an agricultural or forestry project. This could be done by taling with various village people. At some point you may want the students to poll the village to see how people feel about the projects.

D. MODULE	POSSIBILITIES OF REGIONAL SELF-SUFFICIENCY	Activities: #39, 40, 41, 43, 44

Have the students construct a map of the region's natural resources that shows whatever industries or businesses already exist in the region as well as resources with potential for future development. Ask the students to plan imaginary industrial operations in those villages that have natural resources near them. They then develop a list of products that these villages might sell to other villages in the region. Ask them to look in the stores for products from outside that they may be able to get from some other area of the region: cooking oil from the coast; lumber, potatoes and even flour from Aniak; gravel from Quinhagak; meat from Mekoryuk; eggs from Hooper Bay; salmon from the deltas. Have the students look at regional industries that can bring money into the region: rare metals, tourism, handicrafts, etc. Have ths students locate and label transportation pathways that would need to be developed to move the goods, services and personnel to make an industry work. Then have them find out how a new local industry can benefit the region as a whole by lowering prices or providing money for public projects. Ask the students to decide what part they could play in the plan.

There are several native agencies that advocate the development of the local industry. Both A.V.C.P. and Calista see such a development as being possible and worth exploring. If possible, have the students interview or correspond with these agencies to find out more about what is being planned at the present time or what the potential is for such a cooperative operation.

Have the students consider what is to be gained by such an operation: i.e., less dependence on the outside, lower transportation and shipping costs, more local jobs and therefore more local money.

E. INTEGRATION	THE SUBSISTENCE TRADITION AND THE MONEY ECONOMY	Activities: #30, 31, 32, 33 34, 36

NOTE: Up to this point the unit has been directed toward what could be done to make the region into a copy of the western industrial model. However, the real objective of the unit is to have the students put this issue into a unique perspective; that is, to determine how a working relationship can be established between the subsistence and Yup'ik view of the world, and American commercial ideas and practices.

Model the term life-style through a discussion about their village life. Have them describe the idea in their own words. Then have students begin their exploration into the subsistence life style by expressing their feelings for the land or for any of the practices of living from the land that they feel deeply about. Have then define natural resources and manufactured end product. Then ask them to express their feelings about each of these words. Have the students view pictures of people who work for money in city jobs, and ask them to compare and contrast such a life-style with their own.

If possible, have the students read studies or publications that deal with subsistence life style. The series KALIKAQ YUGNEK (Bethel Regional High School, Bethel, Alaska 99559) has interesting articles published by students. Through these readings and interviews with elders or with people who have tried and rejected the western life style, encourage students to develop a written profile of what subsistence life-style is. Have them build written profiles with pictures, etc. of many of the people in the village: Those who keep the traditional ways, those who run the businesses or have full time jobs, etc. Have the students do the same thing with occupations in other areas: farmers, lumberjacks, etc. When all these profiles are finished, have the students state what parts of each life style they like. Ask them to develop a list of pros and cons for both money economy and the subsistence economy.

Students then review the information that they have acquired about present and future development of local or regional industry and relate this information to the traditional ways of doing things. Have the students consider how their world would change with these developments.

V. ARRAY OF LANGUAGE ACTIVITIES

CONTENT HEADING	LANGUAGE ACTIVITIES	LANGUAGE SKILLS AND ABILITIES
	Because this unit is to be used in many different communities with different local industries, you can use this material to extend your study into a study of the entire Western Region of Alaska.	
INTRODUCTORY ACTIVITIES END PRODUCTS	1) Have the students look at a simple object which is a combination of end products, such as a pencil, a light bulb, a book, or a piece of classroom furniture. The students should speculate on how the item under discussion was made and what materials were used. Ask the students to write their own "recipe" or directions for the making of one of the above mentioned objects. After that, the students should write a research paper on the development of any item as it goes from the natural state to the end product (other examples: paper, tin cans, gasoline, glass, breakfast cereal, etc.).	SIII-17, 18 Speaking, Reading, Imagining, Inferring
VOCABULARY "NATURAL RESOURCE"	2) Have the students study the term natural resource and define it. (Something that is found in the wild, something that God put on earth, something that comes from nature, something that is in a natural state, etc.) Ask the students to identify what a man-made object is. Ask them to explain how a natural resource becomes a man-made object.	SI-5 SIII-14 Listening, Speaking, Comparing, Imagining, Inferring
COMMUNITY DATA	3) Ask the students to make a list of local businesses and industries. This list should include those the students know about in neighboring villages. Ask them how they can find out the facts concerning how these businesses and industries are run. When they have decided on ways to find out this information organize the task of gathering it. Model the words business and industry during the activity.	SI-1 SIII-16 Listening, Speaking, Recall, Predicting, Organizing
VOCABULARY "INDUSTRY"	4) Have the students look up the words business and industry in a dictionary and use them in sentences to show they know the difference between them. (A store is a business; local salmon fishing is an industry.). Have the students work with a list of stores and factories that they are familiar with and ask them to classify each one as either a business or an industry. Have them use the word store as a synonym for business and the word plant or factory as a synonym for industry in written sentences. Also discuss that a business is a place where something is sold and an industry as a place where something is made.	SII-10 SIII-15 Listening, Speaking, Reading, Oral Reproduction on Auditory Models, Matching, Comparing, Contrasting, Classifying
MAP READING	5) Have the students study natural resource maps * and decode the symbol systems to find out what resources are in the region or state. Have them identify industries that may be in operation in various areas. * See Suplemental Resource material.	SI-5 SII-13 Reading, Sight Recognition, Classifying, Analyzing

V. ARRAY OF LANGUAGE ACTIVITIES

CONTENT HEADING	LANGUAGE ACTIVITIES	LANGUAGE SKILLS AND ABILITIES
MAP MAKING	6) Students should make classroom copies of these natural resource maps. Also have them create murals that depict a man-made object in its development from the natural state, to the factory, to the store that sells it.	SI-2 Writing, Comparing, Matching, Classifying
STATE INDUSTRY	7) Have the students read old copies of Alaska magazine for articles about state and regional industries. Have them share these articles with each other and create bulletin board displays showing the different industries in the state. On the bulletin boards, students should include copies of the articles for the class to read and discuss.	SIII-15 Inferring, Classifying
	8) While students work on their bulletin-board displays, model the words for the major industries in the state: timber, energy, mining, transportation, fisheries, tourism, animal products, handicrafts, and services. Then have the students define these words and make a list of examples of the industries in operation. (Have the students refer to articles that they read in Alaska magazine.) Have the students use these words in written sentences. Create an exercise in which students guess the type of the industry that you are talking about, from clues that you provide.	SII-10 Listening, Reading, Oral Reproduction on Auditory Models, Comparing, Classifying
	9) Students read newspapers and magazines to look for ads and articles about the major state industries: These might be advertisements, articles or pictures. Have the students classify these items of information according to common topics.	SIII-15 Reading, Inferring
REGIONAL INDUSTRY	10) Ask students to make a list of any economic activity in their region which may be considered part of the state's industrial system. Examples: Fisheries: Citurrnarvik (the herring fishermen's co-op in Hooper Bay, Scammon Bay and Chevak; Yugtak Corp. in Bethel, Kuskokwim Fishermen's Co-op; Arnold Akers salting operation Culunavik, Asaacaryuaq in Mt. Village, Y.D.F.M. in Emmonak. Transportation: United Transportation in Bethel, Western Yukon Flying Service in St. Mary's, Aniak Flying Service, the barge service out of Holy Cross and a new tugboat business in Kipnuk. Mining: The cinnabar mining operation at Red Devil, the platinum operation by the Goodnews Bay Mining Company and Clara Creek Mining Company, sand and gravel mining along the Kuskokwim River, gold claims near Marshall and along the Yukon River and south of the middle Kuskokwim. Timber: Several small sawmills around Aniak that make rough-cut lumber. Tourism: Professional guides in the Aniak area and the four rivers being considered for possible inclusion in the National Wild and Scenic River System--Andreafsky, Kanektok, Hoholitna and Holitna Rivers. Animal Products: Fur trade of Goldberg's, the reindeer meat and horn harvest by the people of Mekoryuk, the Quiviut knitting being done by the ladies of Nunivak and Nelson Islands. Agriculture:	SI-1 SIII-16 Listening, Speaking, Recall, Classifying, Organizing, Comparing, Contrasting

V. ARRAY OF LANGUAGE ACTIVITIES

CONTENT HEADING	LANGUAGE ACTIVITIES	LANGUAGE SKILLS AND ABILITIES
	The experimental project in the Aniak area. Energy: Great possibilities throughout the region for future energy development. Have the students compare what they know of existing operations with what they may have researched in earlier activities.	
LOCAL INDUSTRY MAKING MONEY	11) Have the students undertake a profit-making venture as outlined in the units "Study of Corporation" and "Budgeting and Planning." Ask them to discover the problems involved in such a venture. In these units you will find many vocabulary and language activities that will be helpful in the understanding of unit concepts addressed herein. Discuss with students the problems they may face if they set a venture on a larger scale, where, for example, the goods or services would be offered on a regional basis. The students should then write a composition on "How I would set up my own Business or Industry."	SI-1 Listening, Speaking, Analyzing, Predicting
VOCABULARY	12) Ask the students to recall their "student profit-making ventures" and have them qualify these by using the new vocabulary words. For example, "the product we sold was_____. The kitchen was like a factory. The president of the class acted as the manager. The natural resources that we used were_____, _____and_____."	SII-10, 11 Speaking, Writing, Applying, Matching
LOCAL INTERVIEWS	13) Students report on a local industry or business by interviewing the people who run these operations. Have them find out what the products of the operation are, what complications exist in the operation, who the customers are, and what happens to the products of the industry. (Much is turned into lox.) Have the students research the history of the business or industry (when it was started and who started it, as well as who presently receives the profits, what the overhead is, why the prices are what they are and how they are determined). The students should learn how the local corporation is involved, how planning and decisions are carried out, what careers are possible, and what the future potential for jobs might be. Students might then develop this information into a book for the class to use. This book should include interviews, pictures or illustrations, time lines and charts of profits. Editing should be stressed as part of the writing process.	SI-7 SIII-16 Listening, Writing, Inferring, Comparing, Sequencing
SUMMER JOBS	14) Have the students who have worked with various operations or done business with them (in the summer for example) recall their impressions of their involvement. Some of the students may have worked in canneries, at airports, commercial fishing, or in the village store.	SI-1 Listening, Speaking, Recall

V. ARRAY OF LANGUAGE ACTIVITIES

CONTENT HEADING	LANGUAGE ACTIVITIES	LANGUAGE SKILLS AND ABILITIES
FIELD TRIP	15) Take a field trip to one or more of the mills, canneries, plants, warehouses, or businesses that are in the village. Plan this field trip as formally as you would a field trip to any industrial complex in the Lower 48. After the field trip, have them write down their impressions, illustrate their experiences, or in some other way express what they saw and how it affected them.	SI-2 SIII-20 Speaking, Writing, Recall, Analyzing, Synthesizing
NATIVE COOPERATIONS	16) Guide the study of local an regional corporations involvement in local business development and what plans these bodies may have for the future economic development of the village. This can be done by having the students attend a board meeting and write a report on it, read the regional newsletters that come out periodically, and interview the heads of these organizations.	SII-12 SIII-18 Listening, Reading, Inferring
HANDICRAFTS	17) Lead students in researching the local handicraft industry to try and develop data on how much money it brings into the village every year. Interview the people involved and find out how they market their goods. Have the students think of ways that this industry may be expanded or made to benefit the people more.	SIII-18 Listening, Speaking, Inferring, Analyzing
VOCABULARY	18) Ask the students to answer the following questions or simply state facts about the local industry. 1) What does the industry produce? 2) When is the highest period of productivity? 3) What products come from the industry? 4) What makes a productive season? Model the word <u>product</u> in the context of the discussion and then ask them to look at its derivations: <u>producer</u>, <u>produce</u>, <u>production</u>, <u>productive</u>, and <u>productivity</u>. Have the students define all these words by decoding the root and the suffixes. Also ask then to generate a list of synonyms for produce: <u>make</u>, <u>create</u>, <u>manufacture</u>, etc., and use these words in sentences to show their understanding of word meanings.	SI-5 SII-10 Listening, Speaking, Writing, Comparing, Inferring
END PRODUCTS	19) Have the students study the term <u>end product</u> and ask them to name the end products of several natural resources: oil: gasoline and plastics; trees: paper and lumber; fish: food and fertilizer. Also ask them to make a list of the names of buildings where natural resources are turned into end products: factory, plant, mill, refinery, etc. Have them use these words in both singular and plural forms. The students should generate sentences using these words. For example, "Oil is shipped to the refinery where they manufacture gasoline." "Trees are taken to sawmills where finished lumber is made."	SI-6 SII-10 Listening, Speaking, Organizing, Applying, Matching, Classifying
TRANSPORTATION	20) Ask students to develop a set of words that are used to describe the ways materials and goods are transported: <u>shipped</u>, <u>barged</u>, <u>piped</u>, <u>trucked</u>, etc., and use these words in sentences as in Activity 18.	SII-10 Listening, Speaking, Writing, Matching, Organizing, Applying

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CONTENT HEADING	LANGUAGE ACTIVITIES	LANGUAGE SKILLS AND ABILITIES
OCCUPATIONS	21) Have the students generate a list of the occupations associated with industries that they have studied: sailor, pilot, lumberjack, fisherman, trapper, farmer, driller, miner, etc. Have them recall the job titles of people that have held jobs in a cannery or local business (cashier, stock boy, warehouseman). They should identify and record slang terms that they have heard an occupation called, such as wild catter, roughneck (oil), sourdough (prospector), cat skinner (heavy equipment operator), deck hand (sailor), etc.	SI-6 SII-10 Listening, Speaking, Imagining, Classifying
-ER , -OR , -IST ENDING	22) Ask students to identify words related to jobs and/or someone who works. For example, Job: work , labor, task; someone who works: worker, laborer, wage earner, workman. Ask them to make a list of words containing the suffix er: manager, fisher, trapper, forester, hunter, basket maker, flyer, and farmer, etc., and then ask the students what that suffix means. Discuss other endings that show that someone works: -er , -or and -ist. Have the students recall other vocabulary words and activities that they have learned and make sentences using as many of the new words as they can.	SI-6 SII-10 Listening, Speaking, Oral Reproduction on Auditory Models, Imagining, Predicting, Organizing
CHARADES	23) Students create short dramas that represent what the action(s) of an occupation might be. This activity could be done in the form of mini-dramas or as a game of charades.	SI-3 Creative Expression, Imagining, Synthesizing
VISUAL DISPLAYS	24) Have the students create picture montages or bulletin boatds that depict the jobs of certain industries. (Pictures can be collected from old magazines.) For example, they may show the occupations of the forestry industry by showing pictures of lumberjacks, mill workers, forest rangers, seedling planters, and logging truck drivers. Have them create the same type of montage for local industries or businesses.	SI-2 Creative Expression, Organizing, Inferring, Matching
VOCABULARY	25) Lead a discussion with the students about the difference between natural and man-made products. Have them look around the school for objects that are natural and man-made, and list them appropriately. As the discussion develops, model the word manufacture. Have them try to decode the meaning from the word itself (man-made) and then have them look it up in the dictionary. They will discover that it comes from manu--meaning hand--and factura meaning a making--for a literal sense of "hand-made." Ask the students to name the objects on their lists that were manufactured and ask if all manufactured objects have to be made in a factory or a plant. Have the students decide whether there are any manufacturing industries in the area and then compile a list of objects manufactured by their families and friends.	SI-5 SIII-17 Listening, Speaking, Predicting, Comparing, Classifying

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CONTENT HEADING	LANGUAGE ACTIVITIES	LANGUAGE SKILLS AND ABILITIES
FACTORIES	26) Have the students read any available descriptions of a manufacturing center. Then have them look at pictures that you have available of a factory town, a major factory or the insides of a major manufacturing plant. Have the students first share their thoughts orally about the appearance of these pictures and then write a description of what they look like and what it would be like to spend a day there.	SI-6 SII-9 Writing, Imagining, Predicting
	27) If possible invite someone who has worked in a factory or other type of job in the Lower 48 to address the class. After the person has talked have the students compare the speaker's experience with what they wrote in their papers.	SIII-14 Listening, Speaking, Inferring, Imagining, Comparing
VOCABULARY	28) Model the words <u>end product</u>, <u>by-product</u>, <u>yield</u>, <u>harvest</u>, and <u>output</u> during a discussion about factories and industries studied so far. Have them then look up these words up in the dictionary and use them in sentences to show that they know what they mean. You may want to present simple definitions: <u>output</u> is the amount that a factory produces; <u>yield</u> and <u>harvest</u> are words which express the total usable crop from a season from industries like forestry or farming. Have the students look at such sentences as: The end product of canning fish is meat, but the by-product is fish meal which is used for fertilizer. The by-product of making lumber is sawdust and pulp, which is used to make paper.	SII-10 Reading, Inferring
<u>THE LAND AND SUBSISTENCE</u>	29) Lead a discussion in which students share ways that the people use the by-products of animals and plants that are part of the subsistence food supply. Ask then to relate this to the way natural resources are used by industries in the state.	SI-5 Listening, Speaking, Recall, Synthesizing
LAND	30) Have the students make personal statements on how they feel about the land. This may be done in any medium that you or the students choose: art, music, poetry, prose, photographs. Have the students share their creations with the group. Ask them to state how they think the white man feels about the land. Have the students explore how a farmer may feel about the land and compare it to a lumberjack, a person who works in a city office, a truck driver or a fisherman. Ask them to consider how a person's occupation may help to interpret how that person feels about the land. (You may also want to discuss the limitations of such an interpretation.) The students then should write a short poem entitled "The Land."	SIII-14, 20 Speaking, Writing, Creative Expression, Synthesizing, Representation

V. ARRAY OF LANGUAGE ACTIVITIES

CONTENT HEADING	LANGUAGE ACTIVITIES	LANGUAGE SKILLS AND ABILITIES
READINGS	31) If possible, obtain copies of reports or publications on subsistence in the state: The Subsistence Lifestyle in Alaska Now and in the Future, 1979, School of Agricultural and Land Resources Management; University of Alaska, Fairbanks, Alaska 99701; Does One Way of Life Have to Die so that Another Can Live, 1974, Yupiktak Bista; A.V.C.P., Bethel, Alaska 99559; "The Yukon-Kuskokwim Delta 1979," Alaska Geographic (available in village school). Have the students read these publications looking for the meaning of the word subsistence and what it means to their people. Carry on a discussion on what it is meant by a subsistence life-style.	SIII-15 Reading, Inferring, Analyzing
COMMUNITY INTERVIEWS	32) Instruct students to interview members of the community or other people who have knowledge about the legal rights of a subsistence hunter. Make a list of these rights and have the students discuss them. Ask questions about how the rights are important for the future and what was lost or gained when each right was written into law. In these interviews have the students explore the range of emotions that people hold about the issue of subsistence. Ask the students to simulate a court room with one group defending, and another prosecuting subsistence hunting.	SII-14 SIII-16 Listening, Speaking, Inferring, Synthesizing
LIFE-STYLE	33) Have the students define the term life-style. Ask them to make written profiles or booklets about several life-styles: the way of life of a traditional hunter, the way of life of the man who manages one of the full time businesses in the village; the way of life of a teacher, etc. Ask them to interview these people to discover how their lives differ because of their occupations. Have the students compare and contrast the life-style of someone who follows the traditional life-style closely, someone who does not follow it at all, and someone who has blended the two together in a compromise situation.	SI-5, 6 SII-10 SIII-15, 18 Listening, Speaking, Reading, Comparing, Contrasting
CHANGES	34) Ask the students to write a personal statement about the changes that they sense in the life styles of their people. Have them share their feelings with the group. During this activity have the students list the behaviors that call for most change in life style and what changes these behaviors create. Ask them to look at the causes and effects of change. Be sure to model the words causes and effects so that the students will be able to complete this activity satisfactorily.	SI-1 SII-10, 12 SIII-14 Listening, Speaking, Recall, Analyzing
MONEY ECONOMY	35) Deliver a lecture to the students on what you see as the differences between a subsistence economy and a money economy. You can use your personal situation as an example of what a money economy job is. Talk with the students about what you feel you gain from your situation and what you think you give up as a person. Have the students express their opinions about what you gain	SI-5 SIII-14, 17 Listening, Speaking, Analyzing, Generalizing, Inferring

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CONTENT HEADING	LANGUAGE ACTIVITIES	LANGUAGE SKILLS AND ABILITIES
MONEY ECONOMY	and lose from being a working member of a money-economy life-style. Ask them question like the following relative to you and your situation: What do you find attractive about the life-style of the teacher? Does such a life style for your future appeal to you? Why or why not? Do you see aspects of a teacher's life as being unappealing? Do you think the necessary education and behavior required of a teacher might be a danger to your own way of life as it is at present? Etc.	
SUBSISTENCE ECONOMY	36) Ask someone to come in from the village and deliver a similiar presentation about the traditional subsistence life style. It may be especially interesting to find someone who has come back to the village after living the "outside" life-style. Have the students compile lists for the advantages and disadvantages in this situation.	SI-5 SIII-14, 17 Listening, Speaking, Analyzing, Generalizing, Inferring
VOCABULARY	37) Discuss meanings for the words use and management as they relate to the land. Have students work with these words in conjunction with land issues dealing with providing or insuring the natural resources necessary for a subsistence life-style in the future. With students, look at materials dealing with conservation of natural resources. If desired, expand the study into the issues of ecology, hunting and fishing, or Eskimo whale hunting as these relate to conservation. You may want the students to include the feelings of the people in the village about these issues. Many of the activities that you might use for this section of the unit can be found in the Social Science unit "Natural Resources and Land Use Planning."	SI-5 SII-10 SIII-14, 17 Listening, Speaking, Inferring
NATURAL RESOURCES AND THE DEVELOPMENT OF A LOCAL INDUSTRY	38) Have the students make an inventory of the natural resources that are in the area: animals, minerals, timber, etc. Have them read and research to discover those they might be unaware of. Possible examples are: gravel, coal, agricultural soil, fish by-products, natural gas, rare minerals, etc. Have the students group the items on the inventory according to how they are used: subsistence, money, economy, and unused potential. *	III-16, 18 Reading, Writing, Recall, Inferring, Organizing, Classifying
RESEARCHING	39) Ask students to read about projects or industries in the state that are making use of available natural resources. Have the students do papers on those industries and present these papers to the group. Information on such resources and industries can be obtained from the Departments of Commerce and Economic Development, Natural Resources, Fish and Game, Community and Regional Affairs (See Agency Assistance address list in the WRRC Program Manual for Teachers.*)	SII-10 SIII-15, 19 Reading, Inferring, Analyzing, Recall

* See Supplemental Resource material.

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CONTENT HEADING	LANGUAGE ACTIVITIES	LANGUAGE SKILLS AND ABILITIES
	The regional newspapers as well as Calista and A.V.C.P. also have a great deal of information on developing local industry.	
PLANNING LAND USE	40) Students construct plans for the development of these natural resources. Have them look at what industry may develop, what the product(s) might be, how the product(s) might be marketed, what type of plant might be needed to turn a natural resource into a product, how many jobs might be created and how the income from this industry might be used in the community. Have the students develop these plans in groups and write them down on paper. When this is finished have the groups share their plans with the class. Then, returning to the information acquired in the study of life-styles, have the students do a cultural impact statement as it is outlined in the Social Science unit "Social Change." The impact statement should be done in a large group discussion where all of the students' doubts and strong feelings can be expressed. *	SI-5 SIII-16 Speaking, Writing, Analyzing, Recall, Predicting, Organizing, Imagining
IMAGINARY PRODUCT	41) Students should think of some imaginary product that they would like to develop into a business, such as Calista Cola or Bering Sea Boat Builders. This can be handled as a humorous project or you may wish to handle it seriously. Again, have the students provide in writing a full range of details about the development of the product they choose.	SI-6 Writing, Imagining, Predicting
BUSINESS VENTURE	42) Instruct students to start a business venture that is run on the Junior Achievement format (Information can be obtained by writing Junior Achievement of Alaska, Inc., Suite 328, 601 W. 5th, Anchorage, Alaska 99501). This would be an ongoing venture where students use one of the natural resources available to them. One idea might be a basket grass industry, in which the students from the coast harvest, cure, and market coastal basket grass for upriver communities. Have the students discuss the ways and means of the business and model vocabulary words of the unit during the discussion. Use the product as it develops to help the students discuss the advantages and disadvantages of being involved in a money economy. Have them evaluate how they feel about using the land in this fashion. Then have students poll the community to determine how the village members feel about the project.	SIII-16, 20 Speaking, Writing, Analyzing, Synthsizing, Recall
	* See Supplemental Resource material.	

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CONTENT HEADING	LANGUAGE ACTIVITIES	LANGUAGE SKILLS AND ABILITIES
REGIONAL SELF SUFFICIENT	43) Introduce students to the idea of developing a self-sufficient economy in the region where natural resources are used for the benefit of the people as a whole. The potential of one area is developed for that area and shared by the others. For example, the gravel and sand from the delta areas would be used for roads and air fields in other places; vegetables and lumber from the upriver areas would be shipped to the coast; coastal and river aquaculture products would be harvested and sold to other villages; coal would be mined and sold to other villages for home heating. Have the students study the possibilities of such a situation and look at the benefits and costs of starting such a venture. Students should study the old trading situation to find similarities between it and developing self-sufficiency. Have them discuss how such regional activity could change the life style of the people in their village and others. The potential of such economic self-sufficiency has often been discussed by leaders of native groups as a way of increasing the number of jobs available to people in the region. If possible, have the students interview leaders of the regional corporation for their opinions has for the development of industry, and for knowledge on the use of the natural resources in the region.	SIII, 14, 16 Listening, Speaking, Imagining, Predicting, Inferring, Analyzing
MAP MAKING	44) Ask students to draw maps that show how goods and materials could be moved around the region if such a plan were activated. Have them consider ways in which this system of transportation could be improved. (At one time the regional corporation considered building a canal that would link the two rivers.)	SI-2 Writing, Organizing, Application, Predicting, Analyzing
READING SCHEDULES	45) Students should study and then build schedules for the movement of goods and materials around the region so that transportation costs could be held at a minimum.	SII-13 SIII-16 Reading, Organizing, Analyzing
ADVERTISING	46) Instruct students to develop advertising campaigns for the goods that could be developed in the region. Advertisements could include graphics, slogans and prose copy for the advertisements.	SI-6 Writing, Imagining
OUTSIDE DEVELOPMENT	47) Have students read about and discuss the possible benefits and disadvantages of letting an outside developer come in to use their natural resources. Discuss the effects the cash buyers of salmon have on their lives, or study the effect the oil industry has had on the people of the North Slope.	SI-5 SIII-18 Speaking, Reading, Recall, Imagining, Analyzing

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CONTENT HEADING	LANGUAGE ACTIVITIES	LANGUAGE SKILLS AND ABILITIES
TOURISM	48) Have students think about the tourist and sports industries and what they could do to bring tourism into the region. Have them obtain materials from the Dept. of Commerce on what the development of a tourist industry might mean to them. Have them read about how the tourist industry has affected places like Nome and Kotzebue. You may want the students to write letters to these areas to find out what the high school students of those regions think about the tourists. Have the students discuss how they would feel about having sightseers and sportsmen around the village.	SI-1, 5 Listening, Speaking, Predicting, Analyzing
VALUES CLARIFICATION	After the students have gone through this unit, defined what business and industry mean to the village, what the values of subsistence are, had some practice at envisioning the future, had the chance to consider some possible scenarios of industrial or business development lead a series of value clarification activities, such as the following:	
TOURISM	49) Have the students consider how their lives would change if they developed a tourist industry in the region. What would it be like to be a tourist guide? How would they feel about having lots of visitors in the village? Would the difficulties be worth the money? Why or why not?	SI-5 SIII-14 Listening, Speaking, Organizing
TOURIST GUIDE	50) After the discussion, the students should pretend they will be the future tourist guides for their village. On the blackboard, compile a list of all the places and events the students would like to show the tourists. Divide the students in groups and ask each group to write detailed descriptions of items you assign from the list. Then the students should compile and organize the descriptions in order to make an illustrated village guide for tourists.	SI-2, 5, 6, 7 SII-12 SIII-16 Listening, Speaking, Writing, Generlizing, Recall, Organizing
OIL DEVELOPMENT	51) Develop an imaginary situation in which the students invite an oil company into the village. It provides jobs for many of the people in the village so that they can acquire those goods that would "improve" their subsistence life style. However, between the job and the time it demands, and the effects of the oil company on the environment, that subsistence life-style is gone. Discuss at length the pros, cons, short term and long term implications of such a situation.	SI-1, 5 Listening, Speaking, Recall, Comparing, Contrasting
CANNERIES	52) Students examine their motives for working in the canneries in the summer and discuss what this summer work does to the family's traditional activities. Ask the students if they are willing to give up their cannery and factory jobs to insure the life of the culture. Ask them if they are willing to give up the things they buy with the money they earn at their summer jobs.	SI-5 SIII-17 Listening, Speaking, Imagining, Comparing

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CONTENT HEADING	LANGUAGE ACTIVITIES	LANGUAGE SKILLS AND ABILITIES
JOB TRAINING	53) Have the students evaluate what jobs are available in the community and ask them if they are willing to go outside to get the education necessary to insure that these jobs are held by local people in the future. Ask them to think about whether or not they want these jobs to be held by outsiders. (One of the major goals of the native associations is the development of the human resources in the community.) What does the word outside mean in this context? Can the students use that word in different contexts?	SI-5 SIII-17 Listening, Speaking, Organizing
COOPERATION	54) Have the students read and interpret the following notice that was printed in the Tundra Drums. Ask them to describe why they think this notice was written. Also ask them if regional cooperation can develop if ideas and practices like this spread. Ask them where they think such feelings come from among native people who are described as being part of a cooperative life style. "We are once again reminding all persons (excluding persons who are enrolled in the Bethel Native Corporation) that no fish camps or buildings of any sort may be built on any land claimed by Bethel Native Corporation, unless said person or persons first get Native people permission. This includes cutting of brush, alder, or cottonwood for purpose of smoking fish or otherwise. Any person wishing to build as above mentioned will have to appear before the Bethel Native Corporation Board of Directors where written permission may be obtained. Edward Hoffman, Sr., President and Lucy Crow, Secretary." Source: Legal notice from the Tundra Drums, June 7, 1975.	SI-1 SIII-20 Reading, Speaking, Recall, Evaluating
WANTS, NEEDS, LUXURIES	55) Ask students to make a list of all the things that they want: material things, emotional fulfillment, legal rights, talents and abilities. Have the students discuss how many of these are related to a money-based economy, how many are related to the subsistence way of life, how many are related to old beliefs, how many are related to behaviors typical of white men, etc. Ask the students to rank the items on their lists according to the following criteria: Things they must have, things they can do without, and things they are willing to live with if they come by accident.	SIII-16, 20 Writing, Speaking, Listening, Recall Clarifying

V. ARRAY OF LANGUAGE ACTIVITIES

CONTENT HEADING	LANGUAGE ACTIVITIES	LANGUAGE SKILLS AND ABILITIES
IMAGINE THE FUTURE	56) Students should write an imaginary paper about the future and what changes related to money, business, and industry might come about. Have them specify those aspects of that future that they don't like, and what they can do to be certain it does not happen that way. Also, have them specify what they really like and how they might insure that these do come into being or are maintained. NOTE: All of the values clarification activities (Activities 49-57) can be done in small or large group discussion, in written form, in the form of some type of media expression, etc., or they might be done with the help of the entire community in a forum situation with the old and the young working together.	SIII-20 Writing, Speaking, Imagining, Predicting, Analyzing, Synthesizing